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ABSTRACT

In June 1993, a symposium was held in New York City, Albany, Rochester, and Long Island to introduce the German "dual system" of education and training for youth making the school-to-work transition. Four representatives of the German education and training system and more than 500 representatives of New York's business, labor, education, and government communities attended 2-hour symposium sessions in the 4 cities. Each session included 1 hour for presentations and 1 hour for questions and answers. Informal feedback and formal evaluation comments regarding the symposium were overwhelmingly positive. According to local session facilitators, the symposium had the following effects: helped Rochester businesspersons and educators envision the eventual benefits of the youth apprenticeship model that they are now developing, allowed tech prep participants at Monroe Community College to see apprenticeship as a model in which tech prep can serve as the related instruction component, increased Long Island participants' understanding of the role of apprenticeship in work force preparation, and gave New York City participants greater insight into job training in another country. (Appended are brief biographies of the symposium speakers, related correspondence, a related newspaper article, and a list of questions from the symposium audience.) (MN)

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ED 364 688

GLOBAL NEW YORK

cds Inc INTERNATIONAL

Final Report
September 1993

A Symposium on Germany's Education and Training System

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GLOBAL NEW YORK-CDS INTERNATIONAL SYMPOSIA
ON GERMANY'S DUAL TRAINING SYSTEM
June 21-25, 1993

Final Report

Overview

In June 1993, Governor Cuomo's Global New York Initiative, working with CDS International, Inc., (CDS) presented a highly successful symposium series to introduce the German "dual system" of education and training for youth making the transition from school to work. Altogether, more than 500 representatives of New York's business, labor, education, and government attended presentations in New York City, Albany, Rochester, and Melville, Long Island. Based on both informal feedback and formal evaluation comments, participants found the experience both informative and useful.

In addition to Global New York and CDS, symposia sponsors included:

The German Marshall Fund of the United States
Lufthansa German Airlines
New York State United Teachers
The Port Authority of New York and New Jersey
Ursula of Switzerland

Within the Global New York Initiative, an International Partnership Program promotes cultural understanding and economic development through agreements to share information and seek common solutions to common problems. The New York State Job Partnership Council (JTPC), which provided staff and leadership support for the development of the State's Career Pathways initiative, continues to promote improved transition of youth from school to work. In furtherance of this mission, JTPC worked with CDS to conceive, plan, and carry out the June event. CDS is a not-for-profit organization which was incorporated in New York in 1968 to promote international exchange in business, technology, and education.

As a result of the CDS/JTPC collaboration, four representatives of the German education and training system came to New York State to present information on the German system and respond to questions from New York's business, labor, education, and government communities.

Essentially, the German dual system of education and training enables 70 percent of their secondary graduates to enroll in apprenticeship arrangements whereby they receive on-the-job training in business and industry combined with part-time vocational training. In hundreds of occupations, German youth are trained to meet nationally determined standards, this ensures the geographic and firm-to-firm applicability of their skills. In smaller businesses which may lack the equipment and scope of operations to cover the entire range of standards, youth apprentices attend inter-firm training programs.

The dual system provides a successful and stable school-to-work transition for most non-college bound youth and helps to account for Germany's very low youth unemployment rate (under five per cent). The system also provides a foundation for further education, often at technical colleges. It is also possible to attend university following apprenticeship or technical college. Conversely, the system accommodates the possibility of entering an apprenticeship from technical college or university.

The dates, locations, and local sponsorship of the four symposium sites were as follows:

June 21, 1993	Old Federal Building at SUNY Plaza	Albany

Local Sponsors: Albany/Colonie Regional Chamber of Commerce, Albany/Rensselaer/Schenectady Private Industry Council, Department of Economic Development Regional Office, Capital Region

School and Business Alliance, Greater Capital District Tech Prep Consortium, Greater Capital District Teacher Center, and SUNY Central Administration.

June 22, 1993 Strong Museum Rochester

Local Sponsors: Department of Economic Development Regional Office, GATEWAY, Greater Rochester/Finger Lakes Central Labor Council, Industrial Management Council, Monroe Community College, Monroe Tech Prep Consortium, National Center on Education and the Economy, and the Rochester School and Business Alliance.

June 24, 1993 Newsday Melville

Local Sponsors: Department of Economic Development Regional Office, GATEWAY, Long Island Forum for Technology, Newsday, School and Business Alliance, Suffolk County Departments of Economic Development and Labor, Suffolk County Private Industry Council.

June 25, 1993 Fordham University Graduate School of Education New York

Local Sponsors: Adult and Continuing Education Program of the City University of New York, Fordham University, District Council 37, American Federation of State, County and Municipal Employees, NYC Board of Education Cooperative Education Program, NYC Partnership, NYC Private Industry Council, Department of Economic Development Regional Office, NYS Department of Labor, United Federation of Teachers.

The objectives of the symposia were to provide information on the successful school-to-work transition system of a major economic partner and competitor, and to stimulate thought and discussion regarding what is currently happening and could be done to achieve comparable results in serving our own youth. The introduction at each symposium site specifically made the point that it is neither expected nor desired that we transplant the German system, which has deep roots in that country's social traditions, in the United States. Rather, their system can serve as a significant reference in our efforts to achieve and maintain world class standards.

The program at each site included a morning session, focused mainly on the participation of German business and labor, and an afternoon session, focused more on the administrative roles of education and government. A moderator at each session gave opening remarks and facilitated the question and answer period. JTPC and CDS were fortunate to obtain the services of the following highly qualified individuals as moderators:

Albany:	Dr. Stephen Hamilton, Professor, Cornell University
Rochester a.m.:	Dr. Peter A. Spina, President, Monroe Community College
Rochester p.m.:	Dr. Jeffrey Bartkovich, Vice President, Curriculum, Monroe Community College
Melville a.m.:	Ms. Carmen Estrada, Corporate Manager, Human Resources, Nikon
Melville p.m.:	Dr. Joseph Del Rosso, Superintendent, Commack School District
New York:	Mr. Paul Dine, Director, Corporate Management Development, Siemens

In the morning sessions, the topics and presenters were:

Basics of Dual System Law and Policies In-Company Training	Mr. Joachim Luchterhand Siemens AG
Building Partnerships and Co-Determination	Ms. Veronika Pahl DAG

In the afternoon sessions, the topics and presenters were:

Overview of Dual System Developing Standards	Dr. Helga Foster German Federal Institute for Vocational Training
Governance of the System Role of the Chambers of Commerce and Industries	Mr. Fred Balsam Metalworkers Council

Brief biographies of the presenters are appended.

Special thanks are offered to the local facilitators whose efficient work was essential to the success of the symposium at each site. They are:

Deborah White, Executive Director, Capital Region School and Business Alliance (Albany)
Nelson Ronsvalle, Director, Tech-Prep, Monroe Community College (Rochester)
Frances Flood, Director, Long Island Regional Education Center, Suffolk County Board of Cooperative Education Services 2 (Melville)
Seymour Spiegel, Special Assistant to Chairman, NYC Private Industry Council (New York City)

The assistance of the following organizations in providing site facilities is gratefully acknowledged:

State University of New York
Monroe Community College
Newsday
Fordham University

On June 23, Paul Parise, Director, Niagara County Office of Employment and Training, hosted a visit by the German presenters at the Trott Center in Niagara Falls. The Trott Center provides workforce preparation and training for adults. Our German visitors were greatly impressed with the activities they viewed at Trott and appreciated this short break in the middle of a very tight schedule.

Outcomes

The two-hour sessions were divided equally between an hour for presentations and an hour for questions and answers. The presenters spent time in informal discussions with attendees after each session and also attended special luncheons which provided an opportunity for an exchange with community leaders.

Feedback from symposium attendees was overwhelmingly positive. Many of those attending expressed particular pleasure with the presenter's warmth and candor in question and answer sessions, in which they displayed a willingness to challenge one another regarding details of the dual system and perceptions of where it has shortcomings and could be improved. Germany's success in obtaining a commitment from all of the "social partners" -- business, labor, education, and government -- impressed the attendees who provided informal feedback. Selected letters that are representative of informal comments on the symposium are appended to this report.

As co-facilitators of the symposium, JTPC representatives believe there were "fall-out" benefits from the more than 8,000 invitations sent to statewide to business, labor, education, and government representatives. Many of those who did not attend the sessions were at least alerted to the existence and significance of a successful education and training system for the transition of youth from school to work in one of the world's most successful economies. A special agreement was undertaken with the NYS Association of Supervisory and County Legislators to invite local government officials to attend a symposium. The effort produced participation and raised awareness about a potential role for local government in the school to work transition program.

Another unmeasured benefit of the symposium is the generation of word-of-mouth communications and interaction on the part of those who attended as well as many who did not. We are confident, too, from the interaction observed in the question and answer periods and discussions following the presentations and during the special luncheons, that the German visitors left with a very positive impression of New York State's business, labor, education, and government communities, and of New York as a place to do business.

Local facilitators, when asked about benefits of the symposia to their areas and to the work they do, responded with the following, positive observations:

- The symposium increased information and understanding about "the world outside us," giving the wholly different perspective of another system as well as the specifics of that system.

- In Rochester, a Rochester Youth Apprenticeship Model is being developed with businesses such as Kodak, Xerox and Rochester General Hospital, going beyond internship and cooperative work experience. The symposium helped employers, educators and labor people see that there is a model at the end of the process they are beginning.

- Tech-Prep participants, e.g., deans and department chairs at Monroe Community College, saw apprenticeship as a model in which Tech-Prep could serve as the related instruction component.

- For the School and Business Alliance in the Capital region, regional business people were able to see the concept behind their efforts in a different light, as a result of the presentation of the German model of school-business partnerships "with a lot of finesse." The international perspective and the warm manner of presentation helped business people better better understand the value of their own efforts.

- Long Island participants gained a more detailed understanding about how apprenticeships can work that will help them as they put together a proposal for a Workforce Preparation Pilot Program. For the School and Business Alliance Program in that area, the symposium raised consciousness regarding the models that are out there. Particular interest was expressed in learning about the Australian model.

- New York City participants gained insights into how job training is accomplished in another country. Interestingly some of the ideas presented are very similar to ones the Private Industry Council had previously discussed. The symposium stimulated further interest in learning about other countries' systems, including Sweden, France, Japan and Denmark.

Attendees' comments on an evaluation form provided by CDS support the conclusions based on informal feedback that the symposium accomplished its purpose and beyond.

Attendees responded almost unanimously (99.6%) that the format was effective. Nearly two-thirds (61.3%) found the format to be very effective, and about another third (38.3%) somewhat effective. A breakdown of the responses by location is provided below.

	Rochester	Albany	Melville	NYC	Total
Very Effective	45	39	51	46	181
Somewhat Effective	51	27	15	20	113
Not Effective	0	1	0	0	1

Responses were positive to the question of whether the symposium topics were covered, as an introduction, and in adequate depth. Over 89 percent (89.4%) agreed that the presenters covered the topics

in adequate depth, with another 9.6% expressing neutrality on this question. Twenty-two percent (22%) strongly agreed that the presentations were in adequate depth for an introduction, while 67 percent agreed. The breakdown of responses was as follows:

	Rochester	Albany	Melville	NYC	Total
Strongly agree	14	14	17	19	64
Agree	69	47	43	38	197
Neutral	8	5	4	11	28
Disagree	0	3	0	0	0

A key indicator of the interest generated by the symposia is the response to the question: would you be interested in attending a symposium discussing Germany's dual system in more depth? Sixty-three percent (63%) of the respondents answered "yes" to this question, and another 31% answered "possibly," so that 94% of all respondents were at least willing to consider devoting more time to the subject and almost two-thirds definitely interested. The breakdown of responses to this question follows.

	Rochester	Albany	Melville	NYC	Total
Yes	57	45	37	49	188
Possibly	28	21	28	16	93
No	9	4	1	3	17

Moreover, a large majority of respondents said they either would be or would possibly be interested in a study tour to see Germany's dual system firsthand. Approximately 85 percent said they would be or possibly would be interested in seeing the system firsthand, including 46 percent who responded with a definite "yes."

	Rochester	Albany	Melville	NYC	Total
Yes	38	34	31	32	135
Possibly	40	26	22	24	112
No	14	9	12	10	44

Also indicative of the interests stimulated and tapped by the symposia are responses to questions regarding interest in further symposia or study tours to see other countries' workforce education and training systems. Asked about further symposia, an overwhelming majority -- nearly 98 percent of the respondents -- said they would be interested. The greatest number expressed an interest in the Japanese system. The responses on further symposia were as follows:

	Rochester	Albany	Melville	NYC	Total
Switzerland	40	25	27	20	117
France	21	23	21	22	87
Denmark	28	25	22	21	96
Japan	72	55	58	55	240
Not at all	7	1	1	4	13

About 95 percent expressed an interest in study tours to see other countries' education and training systems. Again, Japan elicited the greatest interest. The breakdown of responses is shown below.

	Rochester	Albany	Melville	NYC	Total
Switzerland	26	30	24	19	99
France	16	20	16	21	73
Denmark	19	29	18	21	87
Japan	48	41	40	36	165
Not at all	10	3	7	9	29

When asked what they were most interested in learning about from the symposia, participants identified general information about the dual system, building partnerships, in-company training, and developing standards and competencies. Their responses are summarized below.

	Rochester	Albany	Melville	NYC	Total
General information about dual system	76	58	58	54	246
Developing standards and competencies	51	40	34	31	156
Role of chambers of commerce and industry	32	31	22	23	108
Building partnerships	66	48	42	42	198
Laws and policies	26	15	15	17	73
Key qualifications	18	16	16	20	70
In-company training	46	27	41	45	159

One significant indicator of the degree of interest on the part of attendees at a symposium is the audience participation in the form of questions to presenters. Attendees submitted a total of 290 questions at the six sessions (a.m. and p.m. at three sites), indicating a high degree of interest in the topic and presentations.

Topics most frequently addressed in questions to the presenters are summarized below in order of frequency:

- business/labor involvement
- program entry/selection
- special needs students (disadvantaged/handicapped)
- program outcomes
- costs/financing of system
- applicability to United States
- responsiveness to changing needs
- sex equity issues
- curriculum
- standards
- duration of program
- relationship to other countries' systems
- opportunities for immigrants
- apprentice earnings
- student demographics
- economic problems
- reunification impact
- examinations

The questions asked at the New York City symposium are in the appendix. The questions asked at the other symposium sites are available from the JTPC office.

In summary, the symposia were viewed as a success by all involved, and strong interest was expressed in future activities of this kind. CDS and JTPC are discussing some next steps.

The Long Island symposium was videotaped and a loan copy may be requested from Ms. Frances Flood at: Suffolk County BOCES 2, 201 Sunrise Highway, Patchogue, New York, 11772; phone: (516) 687-3056. Also available through CDS International, Inc., at (212) 760-1400, 330 Seventh Avenue, New York, New York 10001.

Future Consideration

Based upon feedback from attendees, the following are possibilities for continuation of this initiative.

- Invite the symposia attendees to a series of conferences to develop recommendations on how New York State could use modified elements of Germany's dual system as it moves forward with the Career Pathways initiative.
- Arrange a study tour to observe Germany's dual system firsthand and to interact with representatives stakeholders in the system.
- Present similar symposia on the school-to-work transition systems of other countries; e.g., Sweden, Japan, Switzerland, Denmark, or France.
- Arrange study tours to other countries to observe their school-to-work transition systems.

Additional Information

For information about how Global New York and CDS International worked together to make this project informative and successful, call David Gillette, Executive Director of the NYS Job Training Partnership Council at (518) 474-6014, P.O. Box 7015, Albany, NY 12225; or Karen Sieber, Project Manager of Workforce Solutions of the Future, CDS International, Inc., at (212) 760-1400, 330 Seventh Avenue, New York, New York 10001.

Appendix

Biographical Information on Speakers

Mr. Fred Balsam is the Chairman of the Workers Council for the firm VAG Fleischauer, which sells and repairs Volkswagen, Audi and Porsche automobiles in Cologne, Bonn, Aachen and Euskirchen. Mr. Balsam is responsible for training 120 apprentices in four automotive trades. The training program lasts 3 to 3 1/2 years. In addition, Mr. Balsam is the Vice President of the Handicrafts Chamber for small and medium-sized companies in Cologne and is the Chairman of the Examination Board for the Master Certification Council of the European Communities.

Ms. Helga Foster is a Senior Researcher at the German Federal Institute of Vocational Training. For the past ten years, Ms. Foster's research has focused on vocational training for disadvantaged groups such as school drop-outs, migrant workers, long-term unemployed and women seeking to re-enter the workforce. Ms. Foster has worked as a special consultant to various German ministries, labor unions and institutions, as well as institutions in other European countries, on subjects of vocational training and manpower planning to minimize unemployment.

Mr. Joachim Luchterhand has been with Siemens AG, Berlin, since 1964. In that time, Mr. Luchterhand has worked variously as Project Engineer; Sales Engineer for Measurement and Control Systems; Division Head for Technical Education; Head of Quality Control; Senior Engineer; and Head of Industrial Vocational Training Center for Electronics, Thermal Engineering and Communications Electronics. Mr. Luchterhand is currently Head of Industrial Education for the Berlin Region (including Rostock, Magdeburg and Berlin). In addition, Mr. Luchterhand is a member of a number of professional associations and sits on several examination boards.

Ms. Veronika Pahl is Chairperson of the Deutsche AngestelltenGewerkschaft (DAG) Institute of Advanced Further Education. The DAG is the German trade union of salaried employees in the commercial, technical and public sectors. Ms. Pahl also represents the DAG on the Central Committee of the German Federal Institute of Vocational Education (Berlin and Bonn); Management Committee of the European Trade Union College (Brussels); Committee for Employment, Professional Training and Education (European Trade Union Congress, Brussels); and the Round Table in Further Education of the Ministry of Education and Science (Bonn).

COMMACK UNION FREE SCHOOL DISTRICT

HUBBS ADMINISTRATION CENTER
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DR JOSEPH J DEL ROSSO
Superintendent of Schools

MAILING ADDRESS
Post Office Box 150
Commack, N Y 11725

July 1, 1993

The Honorable Mario M. Cuomo, Governor
New York State
Executive Chamber
Albany, New York 12224

Dear Governor Cuomo:

I recently had the pleasure of participating in the German Education Symposium at Newsday Headquarters on Long Island. The State of New York's Job Training Partnership Council's effort in bringing Germany's dual system for vocational education and training to the business and education community can provide a solid base for the improvement of educational training opportunities for the children of New York State.

I commend you and your staff, specifically Mr. David J. Gillette, Executive Director of the New York State Job Training Partnership Council, for sponsoring and arranging this opportunity for us.

Sincerely,

Joseph J. Del Rosso
Superintendent of Schools

JJD:lr
pc: Mr. David Gillette
Ms. Fran Flood

New York State Department
Of Economic Development
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Job Training Partnership
Council

United Federation of Teachers

Local 2, American Federation of Teachers, AFL-CIO
260 Park Avenue South
New York, N.Y. 10010
(212) 777-7500

AUG - 1993

July 30, 1993

Ms. Jewell Jackson McCabe
Chair
Job Training Partnership Council
A. E. Smith Office Building
Box 7015
Albany, NY 12225

Dear Jewell:

I wish to congratulate you on the sucess of the June 25th Symposium on Germany's Education and Training System.

As a co-sponsor of the conference, I was delighted with its enormous success, beyond my expectations.

I certainly hope that this experience will be repeated in the future as we prepare to mold the school-to-work transition programs in New York City.

I am also glad that JTPC continues in the forefront in this endeavor.

As usual, it is great working with the JTPC team.

Best wishes.

Very truly yours,

Edwin R. Espaillat
Vice President

c David Gillette
Executive Director

CDS International, Inc.

330 Seventh Avenue
New York, NY 10001-5010
(212) 760-1400
Telefax: (212) 268-1288

Indianapolis, IN
Atlanta, GA
Los Angeles, CA

Promoting International Awareness in Business

good

June 30, 1993

Mr. David Gillette
Executive Director
Job Training Partnership Council
Alfred E. Smith Office Building, 17th Floor
Post Office Box 7015
Albany, NY 12225

Dear Dave:

By all indications, our Symposia on Germany's Education and Training System was a tremendous success. We reached a broad and diverse audience across the state and, according to the evaluation forms, delivered substantive and useful information.

I would like to heartily thank you and your fine staff for helping to produce this important event. We certainly couldn't have done it without your enthusiastic cooperation and excellent resources.

Dave, I look forward to our future cooperation and joint successes.

With best regards,

yours Wolf

Wolfgang Linz
Executive Director

JUL - 1993

Training Partnership

VERONIKA PAHL
Mitglied des Bundesvorstandes
der Deutschen Angestellten-Gewerkschaft
Leiterin des Ressorts Bildungspolitik

20355 Hamburg
Karl-Muck-Platz 1
Telefon 040 / 34 91 51

Mr.
Dave Gillette
New York State Job Training Council
Post Office Box 7015
Albany, New York 12225

July, 2nd 1993

JUL 1 1993

Dear Dave,

after having spent so many days with interesting people and interesting questions in the State of New York I would like to congratulate you for the symposia. I do hope that our comment affort will have some positive effects in terms of qualifying young people for their future jobs and life.

I thank you very much for the great hospitality and the perfect organization.

Yours sincereley

Times-Union, Rochester, N.Y., Wednesday, June 23, 1993

Germans relate programs for apprentices

Education geared toward getting jobs

By M. KATHLEEN WAGNER
Staff writer

In Germany, 70 percent of youths enter apprenticeship programs and most get jobs afterward.

In the United States, education is geared more toward college, but only 25 percent of high school seniors get four-year college degrees.

Four German representatives of labor, industry and education yesterday presented their country's system of "dual education" — vocational and academic — for consideration by about 200 of their Rochester-area counterparts at a daylong symposium at Strong Museum.

"A Symposium on Germany's Education and Training System" drew an estimated 200 participants.

"German business, labor and government have a far greater ownership in education," said Nelson Ronsvalle, director of the Rochester-based Monroe Tech-Prep Consortium. The group aims to prepare students for jobs over four years, starting in 11th grade, in a way similar to Germany's educational system. The Tech-Prep program would start in the 11th grade.

Also, the City School District has proposed a school-to-work transition program that would provide apprenticeships for juniors and seniors.

"We need to put more and more energy into this idea," said David J. Gillette, JTPA executive director. "Clearly we need to have everyone be economically independent as adults."

In the German system, students after the 10th grade choose to go on to a university or into vocational training, said Karen Sieber, midwest region director of CDS International Inc. The non-profit organization promotes international exchanges of people involved in business, technology and education.

Apprenticeship training ranges from two to 3½ years for about 300 different occupations, said Veronika Pahl, a German trade union official.

Two-thirds of the 600,000 German companies that provide training are small or medium-sized, she said.

Government finances the school that apprentices attend one or two days weekly; companies pay for apprentice salaries, materials, equipment and job training, she said.

Training costs range from about $5,000 to $20,000 yearly per person, Pahl said.

Apprentices average $315 monthly in the former East Germany, and $460 monthly in the former West Germany, she said.

"Vocational training is expensive," said Joachim Luchterhand, an industrial education official at a German company, Siemens AG. "In the long run, qualification pays for itself," he added. "Vocational training is an investment in tomorrow."

Government, labor and management are involved in regulating apprentice programs and designing the examinations, which are uniform across each trade.

Along with its benefits, The system also has its drawbacks, particularly during recessions, when companies have less money for training, speakers said.

Yesterday's program was cosponsored by the New York State Job Training Partnership Council and Monroe Community College as well as other groups. It's one of four such symposia that JTPA is cosponsoring around the state.

Although the former West Germany has 200,000 more apprenticeship openings than applicants, the former East Germany is short 20,000 openings, Pahl added.

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Questions from German Symposium Audience

NEW YORK CITY

- What is the difference in education or training which will allow one to be a manager and the other to be a worker?

- How do you address the needs of students with physical or mental or learning disabilities? If people with learning disabilities need more than 3-3 1/2 years, can they have more time? Is special equipment provided to help people with physical disabilities?

- What percentage of German employers provide training program?

- How is childcare handled once a person is enrolled in training?

- Please describe the particulars of the standards an apprentice must meet.

- Are there apprenticeships for adults -- or only youth?

- What limits or frustrates the career path of workers after they complete the apprenticeship and begin work with a company?

- How do you teach your students in 10 years what our students learn in 12 years? What are they taught and when?

- During the 1st 10 years, how many hours a day do kids go to school? How many days a year?

- How do you keep standards up to date if it takes 8-10 years to agree on the curricula?

- What is the basis for the decision/selection regarding which students enter a particular track in the education system?

- If the training system is passed from generation to generation, how then do new generations in need of first-time training enter the system?

- What special programs do you have for 'drop-outs'? What is your youth unemployment rate?

- Why is German training program 3-4 years long? Why not shorter training programs?

- What method used and how are the trainees critiqued? How is their progress measured?

- What happens to the trainee who does not satisfactorily pass the tests? after how many attempts? Does the company have the option of selecting trainees? What is the fate of those students not selected by a company or firm?

- How much diversity does the program allow? Are non-German residents offered the same opportunity?

- How are the examinations developed and validated: after the 10 years required full-time education? during the dual system job training?

- At the risk of introducing the issues of class and politics to this discussion -- the assumption behind the push for working training/re-training is: train them and the jobs will come. Other voices not heard in the dominant media and policymaking circles say this is at best an oversimplification and at worst a myth. These dissenters argue that there are simply not enough high skilled-high paying jobs to go around. And that the training boosters are diverting attention from the politics of global income redistribution. Your reactions, please.

- Many German politicians complain that Germans -- compared to other Europeans, Americans, Japanese -- are much too old before starting their professional career. Are there any plans to limit the period of vocational training to less than 3 years?

- How do students get assigned to different companies?

- What percentage of students are involved in apprenticeship training?

- How has the integration of East Germany affected the system?

- What is the skill level of the student upon entering the program?

- Does the system allow for flexibility and mobility within the training occupation so that the worker is prepared for downsizing and ever-changing advanced technology?

- How does the German economy provide the entry-level jobs needed to sustain the dual system? New York's business base is increasingly high-skilled and the kids who most need the dual system approach are in neighborhoods with only low-level retail jobs?

- At one time, there were many apprenticeship training programs in the U.S. It appears that industry in this country prefers to train their own -- without an

apprenticeship. What can be done to convince U.S. industry to return to apprenticeship programs?

- What happens if an apprentice changes his/her mind after 1 or 2 years in a program?

- Are unionized and non-union apprentices paid the same or different wages?

- Do immigrants have the opportunity to be apprentices?

- How does the quality of Siemens technical workers in the U.S. compare with their counterparts in Germany? What does Siemens in the U.S. do to compensate for the lack of such an education and training system as the one Germany has?

- Once you are tracked can you switch? How feasible is this?

- What exactly is taught in school? What % of students go to vocational-track? technical college?

- Do educators teach trainers pedagogy?

- Do you work with a single school?

- Do trainees become employees?

- Please name the different apprenticeship training areas.

- How are young people selected to participate in specific company training programs?

- What occupations are covered under the vocational training act?

- What can a trainee expect to find in a final exam?

- How are apprentices selected by corporations?

- How much mobility is there for workers/apprentices to move from one corporation to the next?

- What control do the unions have over the standards? curriculum? teachers?

- Many of our students are uneducated drop-outs, single parents, etc. How do you feel about companies who are not ready to take on these unskilled <u>emotional and educational</u> problems? How can they handle these responsibilities and still be able to produce skilled workers?

- Are students with disabilities included in this same process? especially students with mental disabilities?

- How is the first 10-year education financed? Is it more or less equally financed or are there large disparities?

- Do students from other countries ever participate in the vocational training?

- Does the government implement heavy regulations and standards in the training of young trainee? If so, are the government regulations helpful or problematic?

- If vocational training is incorporating more general skills, planning, self-directed learning, etc. -- why not shorten the training program for university graduates who have acquired the general skills at the university?

- Since there is no dual system in the U.S., how do you maintain your program and standards in your U.S. facilities?

- With companies downsizing, how do you keep youth motivated to stay in your programs despite difficult economic conditions?

- Many companies, especially small businesses where most jobs are expected to be created, are reluctant to invest time and money training new workers because their experience has been that workers leave to make more money elsewhere. Do Germans change jobs as often as Americans (reportedly 7 times in a life-time)? Do you believe that a system of apprenticeship can be developed in America with this level of job-changing?

- Does the government provide incentives to companies to accept trainees? If yes, what are the incentives? Also, by what means are Chambers involved in recruiting and placement?
- Are women given the opportunity for non-traditional jobs?

- Could you elaborate on the admission/selection process for company training as well as the placement process upon completion of the program. What i the completion rate? Acceptance rate? and in-house placement rate?

- Will EC countries eventually set community-wide standards?

- How do you recruit business to train apprentices?

- How is sexual harassment towards women handled, if it occurs?

- How can immigrant workers compete with the local trained workers? Are there any special programs for them?

- Can a student along with his/her family appeal a teacher's decision to track a child? For example: if a child is tracked to enter the university, can the child select the crafts programs or vice-versa?

- Who provides 'how to train' training for employers? Are there formal 'training the trainer' (employer) curricula?

- How much input do parents and young people have in the selection of vocational selection. Is there a relationship between the selection and industry need?

- Dr. Foster said that the craft industry has difficulties in filling their apprenticeship positions. What does the industry and/or the federal government do to give incentives to young people in order to make this industry more attractive? Are there special promotion efforts?

- How many adult workers hold a certificate?

- Is there a trade that has more <u>social status</u> than all other trades? If so, how do you regulate the demand and ultimately the competition for such a trade?

- What is the process for unemployed person to get a new job?

- What about continuing education after one has achieved master craftsperson status to keep up with new technologies and practices -- are there specific requirements or is this left up to the master craftsperson?

- How are students prepared to make knowledgeable decisions about which apprenticeship to pursue? What role does the school take in career development? Are 'employability skills' infused into curriculum in school?

- What % of university graduates (or those with some university education) are unemployed? Is there any effort to redirect these people?

- Can you please give me an example of a practical final exam? Do they make a 'piece' from a crafts company? What do banking apprentices do for a final exam?

City	Date	Location	Seating Capacity
Albany	June 21, 1993	Large Court Room Old Federal Building at SUNY Plaza Broadway	125
Rochester	June 22, 1993	Strong Museum 1 Manhattan Square	150
Melville, Long Island	June 24, 1993	Newsday 235 Pinelawn Long Island Express Exit 49	100
New York City	June 25, 1993	Fordham University Graduate School School of Education 113 West 60th Street 12th Floor Faculty Lounge	100

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Global New York, an initiative of Governor Mario M. Cuomo, is designed to strengthen the State's services to exporters, increase the business community's awareness of the opportunities available in global markets, and increase New Yorkers' understanding of their important role in the international economy. The International Partnership Program promotes cultural understanding and economic development through formal agreements to share information and seek common solutions to common problems.

The Job Training Partnership Council (JTPC) is a policy recommending body in New York State, whose primary responsibility is to advise the Governor on the issues and practices concerning Job Training Partnership Act and the State's workforce preparation system.

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Invite you to attend

A Symposium on Germany's Education and Training System

Albany, Monday, June 21, 1993
Rochester, Tuesday, June 22, 1993
Long Island, Thursday, June 24, 1993
New York City, Friday, June 25, 1993
(See Back For Details)

9:30 – 11:30 a.m. Focus on Business and Labor Roles
1:30 – 3:30 p.m. Focus on Education & Government Roles

Representatives of German business, labor, education and government will discuss their long-standing education and training system.

A public policy activity co-sponsored by New York State Job Training Partnership Council

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SYMPOSIUM FOCUS AND TOPICS

SYMPOSIUM FOCUS

- Learn why the German education and training system is so acclaimed
- Learn how business, labor, education and government work together for greater national competitiveness

SYMPOSIUM TOPICS

- *General principles and basic components*
  - The "dual system:" combining schooling with on-the-job training
  - The guiding policies of the system
  - The role of each partner (business, labor, education and government)
- *Developing and maintaining standards*
  - How Germany sets national standards and how the system is maintained
  - Academic, employability and occupational skills covered by the standards
  - How and by whom the standards are set
  - Length of time to develop new occupational standards
  - How education and business comply with the standards
  - Management of the school-to-work transition
  - How your company or organization could develop standards and competencies
- *Governance of the system: building partnerships*
  - Specific responsibilities of each partner
  - Each partner's level of commitment and how it is maintained
  - The benefit to each partner
  - Pathways for the transition from school to work

RESERVATION FORM

NAME_____ PHONE_____

ORGANIZATION_____

ADDRESS_____ CITY_____ ZIP _____

Please Check One: ☐ Albany ☐ Rochester ☐ Long Island ☐ New York City

Please Check One: ☐ a.m. session (9:30 — 11:30) focus on business and labor
☐ p.m. session (1:30 — 3:30) focus on education & government

Please Note: Registration & Refreshments 9:00 a.m. & 1:00 p.m. Space is limited. The attendance fee is $15.00. Please clip and enclose this form by June 14, with your check or purchase order made payable to CDS International, Inc. and return to:

New York State Job Training Partnership Council
Alfred E. Smith Office Building
P.O. Box 7015
Albany, New York 12225
Phone: (518) 474-6014

Our German Presenters will be:

Mr. Fred Balsam
Chairman, Metalworkers Council
Vice President, Cologne Chamber of Handicrafts
(Small Business Chamber of Commerce)

Dr. Helga Foster
Senior Researcher
German Federal Institute for Vocational Training
Berlin

Dr. Veronika Pahl
DAG Board Member
(Germany's largest union for white collar workers)
Hamburg

Dr.Heinz-Dieter Schoeffski
Training Director
Siemens AG
Berlin

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